



Clinical Education Division

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Using Rubrics as an Assessment Tool in Situated Paramedic Education

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Case-Based Learning

■ The role of the scenario in paramedic education

You are dispatched to a curling rink for a collapse

- AMPDS Code 31E1
- You are the first crew on the scene
- Your response time is under 2 minutes.
- You enter the rink and observe a large 50ish gentleman laying supine on the ice. He is purplish, seeming to be taking very occasional ragged breaths.
- A woman is beside patient talking to him but no one is actually doing anything.



How do you assess your learners?



Why are you assessing your learner?

- Gatekeeping
- Accountability
- Learning



Rubric as an assessment tool

Making Coffee:	Good (5)	Okay (3)	Poor (1)
Smell			
Taste			
Colour			



Rubric as an assessment tool

Making Coffee:	Good (5)	Okay (3)	Poor (1)
Smell	Rich and strong. The smell goes throughout the room	When it doesn't have much of a smell. Have to put your nose inside the cup to smell it.	It smells burned and not the right smell for a coffee
Taste	Rich and smooth with a slight kick.	Has the kick of coffee but because of bitterness.	Gritty, too thick or too thin. Too bitter.
Colour	Dark earthy brown.	Medium brown.	Too dark, black looking, or too light brown and watery looking.



Use of rubrics in education:

- Self-assessment
- Peer-assessment
- Instructor-led assessment



How we have used rubrics:

Recognition and Reporting of Child Abuse and Neglect

Communicating in a Neutral Manner	Good	Poor
Remains Objective	Communication sticks to what can be seen and heard	Communication contains personal interpretation, thoughts, feelings. For example, “I think...,” “I feel....”
Non-judgmental	Asks questions instead of making statements. Does not express moral judgment.	Expresses either implicitly or explicitly personal moral position. Starts sentences with “You should...”



How we have used rubrics:

Orientation to Preceptorship

- Preceptors-to-be create own rubrics
- Learner-created rubric used in scenarios
- Provided rubric used during case study of One-Minute Preceptor scenario



How we have used rubrics:

Orientation to Mentorship

- Mentors-to-be create own rubrics
- Provided rubric used to assess mentors-to-be during scenarios of encounters
- Mentors-to-be also taught how to use rubric used in the program they are working in



How we have used rubrics:

Advanced Care Paramedic Residency

	Unsatisfactory	Able	Proficient	Distinguished
<u>Oral Fact-Finding</u> - Gathering of patient information for diagnosis through clear and concise questioning and conveying information to other health care professionals	Incomplete information gathered; questions vague; information omitted in discussions with other health care providers	Basic information gathered; additional questions required for completeness of information; key facts given in conversation with other health care professionals	Complete information gathered in well structured questions; information conveyed succinctly to other health care providers	Questions are models of clarity – succinct, patterned, reflecting judgement in response to patient answers; able to convey pertinent information to other HCP
<u>Judgment/Problem Solving</u> - Making rational and realistic decisions which are based on careful observation and the information, gathered through questioning and briefings, and after a consideration of alternatives.	Gives no evidence that alternatives are considered; few observations recorded; little questioning done	Completes assessment, but may omit some observations; questioning sufficient but not comprehensive; some options considered; justification for choice based on incomplete analysis	Complete assessment; thorough questioning; careful observations; alternatives considered	Makes complete assessment, can justify decision on basis of observations, information, and rational choice from alternatives

Benefits of using rubrics:

- Values of domain
 - Clarify and describe what is being assessed
 - Linked to learning objectives
 - For learning design, means considering assessment upfront at the beginning, rather than tacked on at end
 - Can use for thinking skills, understanding of content, teamwork.....
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Disadvantages:

- Degree of specificity of performance
- Time to create detailed descriptions
- Inappropriate in situations that call for subjectivity



Creating rubrics:

- Start early
- Keep it short
- List criteria
- Articulate gradations of quality
- Test it



Let's try one now:

A good conference chair should be:



Questions?

